

Program

Twenty-Seventh Annual Meeting

NATIONAL READING CONFERENCE

December 1, December, 2 and December 3, 1977

Braniff Place Hotel
New Orleans, Louisiana

Host Institutions

Nicholls State University
and
University of New Orleans

Program Committee

Emery Bliesmer, Tom Estes, Edward Fry,
Philip Nacke, Albert Kingston, Jaap Tuinman,
Harry Singer (Chrm.)

Conference Coordinator

Richard Robinson
University of Missouri, Columbia

Local Arrangements Co-Chairmen

Lacy Marcotte and Roger DeSanti
Nicholls State University – University of New Orleans

A-V Coordinator

Roger DeSanti

**NRC 1977 CONFERENCE PRE-REGISTRATION
FORM**

Dr. Mr.
Mrs. Miss Ms.

***Attending NON-MEMBER**

Spouse:

Mailing Address:

City, State: Zip

Affiliation:

\$25.00 Registration Fee: Includes single 1977 Member-
ship Dues (12-1-77 to 11-30-78), one 27th Yearbook,
and Volume X (4 issues) of the *Journal of Reading
Behavior*.

Make check or money order payable to:
NATIONAL READING CONFERENCE, INC.

Mail to: **Dr. Gordon Gray**
NATIONAL READING
CONFERENCE, INC.
Clemson University
Clemson, South Carolina 29631

*NOTE: Receives badge only.

For reservation at the Braniff Place Hotel please fill
out form below. **TEAR OFF** and mail to:

.....

Reservations Manager
Braniff Place Hotel
1500 Canal Street
New Orleans, LA 70140

NATIONAL READING CONFERENCE
December 1-3, 1977

Name

Address

City, State Zip

Check one:

Single Room at \$26.00

Double or Twin Room at \$31.00
plus 7% state sales tax

Arrival Date: Time

Departure Date: Time

**NOTE: Reservations must be made by
November 10, 1977.**

Thursday, December 1, 1977

Exhibits Royal Salon (Friday and Saturday)

Coordinators: James Denum, University of Georgia
James Peebles, University of
Pittsburgh

8:00 – 8:45 Registration Upper Mezzanine

9:00 – 10:15 General Session Presidential Salon

Conference Welcome: Harry Singer, University of California, Riverside.

University Welcome: D.G. Joseph, Dean, College of Educations, Nicholls State University and Dr. Milton L. Ferguson, Dean, College of Education, University of New Orleans.

Presidential Address: Jaap Tuinman, Simon Fraser University. An Instructional Perspective on Basic Research in Reading.

10:15 – 10:30 Break - Coffee Lower Mezzanine Lounge

10:35 – 11:55 Sectional Meetings

1. Special Session Bal Masque

Chaired by: Phil Nacke, University of Kentucky.

The Cornell Reading Research Group: A Progress Report.

George McConkie: Visual Perception.

Gregory Pearson: The Acquisition of Knowledge from Text.

Discussants: S. Jay Samuels, University of Minnesota
John Guthrie, International Reading Association.

2. Paper Session Room 10

Orthographic Representation and Word Boundaries.

Chaired by: Joanna Sullivan, Pennsylvania State University

2.1 Dawn C. Mayhew, University of Georgia. Kindergarten Children's Orthographic Representation of Selected Phonemes.

2.2 Jerome Niles and Barbara Taylor, Virginia Polytechnic Institute and State University. The Development of Orthographic Sensitivity During the School Year by Primary Grade Children.

2.3 Nancy E. Taylor, Catholic University. Children's Awareness of Word Boundaries as a Cueing Convention in Written Language.

2.4 Josephine Goldsmith, Rutgers University. Word Boundary Decisions as a Function of Interest for Developmental and Retarded Readers.

3. Paper Session Room 3

Guided and Non-guided Reading

Chaired by: Tom Estes, University of Virginia

Thursday

- 3.1 Thomas Bean, Western Illinois University. Influence of a Structured Overview on Comprehension and Oral Reading Miscues of Selected College Students.
- 3.2 Richard Vacca, University of Connecticut. The Effect of Expanded Directions and Adjunct Aid Placement on Reading Comprehension of Social Studies Text Material.
- 3.3 James Riley, University of North Carolina. The Effect of Three Level Reading Guides on Word Problem Comprehension.
- 3.4 Anne Wolf, Oconomowoc Junior High School, Wisconsin. Effects of Sustained Silent Reading and Reading Skills Instruction on Secondary Students' Reading Attitudes and Achievement.

4. Symposium Room 4-5

Study Skills: Adjunct to College Reading

Chaired by: A. Garr Cranney, University of Florida

- 4.1 Chester Tillman, University of Florida. Reading Textbooks – SQ3R and All That.
- 4.2 Janet Larsen, University of Florida. Preparation for Exams: Diverse Approaches.
- 4.3 Alan Kirby and A. Garr Cranney, University of Florida. Time Use of College Students.
Discussant: Don Norton, Brigham Young University and Dan Rhodes, Weber State College.

5. Paper Session Room 9

Effective and Not So Effective Teaching Practices

Chaired by: Sharon Smithe, Douglas County Board of Education.

- 5.1 Richard Barron and Harold Cafone, Oakland University. Process/Product Confusion Among Disabled Readers.
- 5.2 Noel Bowling, West Virginia College of Graduate Studies and James Laffey, University of Virginia. Survey of Effective Teaching Practices.
- 5.3 Robert Blanc, University of Missouri, Kansas City. Intuition Training as a Component of Reading Programming.
- 5.4 Marc Glassman, Memorial University of Newfoundland. Comparison of Traditional and CBTE Introductory Reading Methodology Courses.

12:00 – 1:30 Meeting of NRC Publications Committee Room 6

12:00 – 1:25 Sectional Meetings

6. Symposium Bal Masque

Discourse Analysis: Research and Implications.

Organized by: Robert Tierney, University of Arizona.

Chaired by: P. David Pearson, University of Minnesota

- 6.1 Carl Frederiksen, National Institute of Education. Discourse Analysis: Research and Implications.
- 6.2 Robert Tierney, C. Bridge, M. Cera, University of Arizona. Discourse Processing Operations of Children.

Thursday

- 6.3 C. Bridge, R. Tierney, and M. Cera. Inferential Operations of Children Involved in Discourse Processing.
- 6.4 Nancy Marshall, University of Virginia. Inferred and Generated Information in Text Recalls of Good and Poor Readers.

Discussants: C. Fredericksen and P. David Pearson.

7. Paper Session Room 3

Strategies for Decoding and Comprehending

Chaired by: Frank Greene, McGill University

- 7.1 Mark Aulls, McGill University. The Influence of Levels of Reading Fluency on Comprehension and Decoding for Good and Poor Readers in the Primary Grades.
- 7.2 James Flood and Diane Lapp, Boston University. The Relationship Between Inferential Reading Comprehension and Questioning Strategies.
- 7.3 James Laffey and Joseph Muia, James Madison University. Comprehension Strategies of Fourth, Fifth, and Sixth Graders.
- 7.4 Stanley Wanat, California State University, Fullerton. Semantic Factors as Mobilizers in Early Reading: A Reading Diary Study.

8. Symposium Room 4-5

Reading and Language in the Content Areas – A Third Generational Approach.

Organized and chaired by: Anthony Manzo, University of Missouri, Kansas City.

- 8.1 Anthony Manzo and John Sherk, University of Missouri, Kansas City. Reading and Language in the Content Areas.
- 8.2 James Hoffman, University of Missouri, Kansas City. An Investigation of the Intra-Act Procedure Within the Context of Language in the Content Area.
- 8.3 Marilyn Eanet, University of Missouri, Kansas City. An Investigation of the REAP/Study Procedure: Its Rationale and Efficacy.
- 8.4 Jane Meeks, University of Missouri, Kansas City. An Investigation Into the Effects of Imbedded Aids.
- 8.5 Martha Haggard, University of Missouri, Kansas City. Creative Thinking – Reading Activities (CT-RA) for Disabled Readers – An Alternative Approach.
- Discussant: John Sherk, University of Missouri, Kansas City.

9. Paper Session Room 10

Invitational: Annual Review of College and Adult Reading

Chaired by: Paul Berg, University of South Carolina, Columbia

- 9.1 Edward Summers, Anne Forester, and Sharon Jeroski, University of British Columbia. Review of Research on College and Adult Reading, 1975-1976.
- 9.2 Edward Summers and David Barnett, University of British Columbia. Using Phenomenalistic Data to Characterize Reading Research.

Thursday

- 9.3 Hal Seaton and M. Jean Greenlaw, University of Georgia. Publishing in Reading: Policies, Trends, and Problems.
10. Paper Session Room 9
Able and Disabled Readers
Chaired by: Leon Williamson, New Mexico State University
- 10.1 Allen Berger and James Peebles. A Review of ERIC Documents About Reading Disability and Learning Disability.
- 10.2 Ned Ratekin and Catherine Hatcher, University of Northern Iowa. The Effect of the Structure of Materials on the Development of Reading Skills in Disabled Readers.
- 10.3 James McLeskey, Georgia State University. The Acquisition of a Conditional Discrimination Learning Set by Reading Disabled and Normal Children.
- 10.4 Bernard Karmel, University of Connecticut. Neurometrics Related to Reading Dysfunction.
- 10.5 Patricia Duncan, Virginia Commonwealth University. Cognitive Sequencing of Learning Disabled Students Following Listening and Reading Tasks.

1:30 – 2:55 Sectional Meetings

11. Symposium Room 10
Perspectives on Analyzing Written and Oral Language Comprehension
Organized and Chaired by: Diane Schallert and Glenn Kleiman, University of Illinois at Champaign-Urbana.
- 11.1 Glenn Kleiman. Introduction to the Symposium.
- 11.2 Diane Schallert. Empirical Investigations of the Effects of Differences Between Oral and Written Language on Comprehension.
- 11.3 Ann Rubin. Context-Shifting: Its Role in Transition from Oral Language Comprehension to Reading.
- 11.4 Eric McClure. Relationship Between Non-Standard English Dialects and Standard Written English.
Discussant: Thomas Sticht, National Institute of Education.
12. Special Session Bal Masque
Chaired by: Ronald Mitchell, International Reading Association. **The Cultural Context of Reading.**
Ray McDermott, Rockefeller University
Discussant: Jon McGoan, University of Delaware
13. Symposium Room 4-5
Evaluation of CBTE Reading Inservice Program for Junior High School and ABE Teachers.
Organized and chaired by: Eunice Askov, Pennsylvania State University.
- 13.1 Mary Dupuis. Content Area Reading Project: Model and Evaluation Design.

Thursday

13.2 Joyce Lee. Presentation of Results from the Content Reading Project: Changes in Knowledge and Attitudes.

13.3 Eunice Askov. Presentation of Results from the Content Area Reading Project: Factors Related to Change.

Discussant: Dan Donlan, University of California, Riverside.

14. Symposium Room 3

Reading Improvement for a Black Junior College

Organized and Chaired by: Roger Quealy, University of Wisconsin-Eau Claire.

14.1 Roger Quealy, University of Wisconsin-Eau Claire. Video Tape Based Reading Improvement Program for a Black Junior College.

14.2 Alice Grant. The Black Junior College Student.

14.3 June Gilstad. A Black Junior College Reading Program.

Discussant: Andrew Kistulentz, Middlesex County College.

15. Symposium Room 9

Focusing on Reading Models for Teacher Education.

Organized and Chaired by: Lenore Ringler, New York University.

15.1 Ruth Meyers. Information Processing as a Tool for Selecting Instructional Strategies.

15.2 Margaret Smith-Burke. Psycholinguistics as a Base for Understanding Reader/Text Interaction.

Discussant: James Cunningham, University of North Carolina, Chapel Hill.

3:00 – 4:25 Sectional Meetings

16. Special Session Bal Masque

Chaired by: Ralph Staiger, International Reading Association

Education Policy Changes and the Politics of Reading.

Laurence Iannaccone, University of California, Santa Barbara.

Discussant: Douglas Mitchell, University of California, Riverside.

17. Symposium Room 10

Word Boundaries Around the World.

Organized and Chaired by: George Mason, University of Georgia.

17.1 George Mason: Word Boundaries: An International Assessment at the Completion of a Year of Schooling in Different Countries: Introduction.

17.2 Sandra Mallula. Finnish.

17.3 Jane Higdon. Arabic (Morocco).

17.4 John Mize. Farsee (Iran).

17.5 Carol Webb. Afrikaans (South Africa).

17.6 George Mason. English (Southeastern USA).

17.7 Ann Hall. French (South Louisiana, USA).

Thursday

- 17.8 Nelly Hecker. Hebrew (Israel).
17.9 Margaret Carswell. Italian (Italy).
17.10 Ann Elam and/or Linda Aruthur. Japanese (Japan).
17.11 Nelly Hecker. Spanish (Colombia).
Discussant: Bob Christina, Oakland University.
18. Symposium Room 4-5
Preservice Preparation of Teachers for Teaching Reading at Various Levels.
Organized and Chaired by: Emery Bliesmer, Pennsylvania State University.
- 18.1 Emery Bliesmer and Emily Walcher. Pennsylvania State University. Introduction.
18.2 Ira Aaron and Bob Jerrolds, University of Georgia. Middle School Level.
18.3 Dan Donlan, University of California, Riverside. High School Level.
18.4 Alton Raygor and Bill Browning, University of Minnesota. College Level.
Discussants: Arthur Heilman, Pennsylvania State University. Betty Ruth Raygor, University of Minnesota.
19. Paper Session Room 3
Test and Test Relationships at Secondary and College Levels.
Chaired by: Ronald Carver, University of Missouri, Columbia.
- 19.1 Susan Brown and Leon Williamson, New Mexico State University. The Value of the Reading Miscue Inventory for Evaluating College Freshmen Reading Performance.
19.2 Tomi Berney, Rutgers University. Relationships Between Questionnaire Responses and Subsequent Standardized Reading Test Performance.
19.3 Lynda Craft and Ronald Noland, Madison County Schools/Auburn University, Auburn, Alabama. The Application and Analysis of the Granowsky, Botel, and Dawkins Syntactic Complexity Formula as Applied to Social Science Textbooks to Determine Readability.
19.4 Charles Peters. Oakland Schools, Pontiac, Michigan. Assessing Reading Ability at the Secondary Level Through the Utilization of a Cognitive Inventory.
20. Paper Session Room 9
Effects of Writing and Other Mnemonic Devices on Reading.
Chaired by: Don Norton, Brigham Young University
- 20.1 Ladessa Yuthas, Metropolitan State College, Denver. The Effect of a Combined Reading-Writing Course on Achievement of Probation Students.
20.2 Cathy Stallard and Caesarea Abartis, Southern Illinois University at Carbondale. The Effect of Formal Instruction in Writing Composition or Reading Methodology Upon the Reading Skills of College Students.

Thursday/Friday

20.3 Carol Santa and Lindsay Abrams, Rutgers University. The Effect of Note Taking on the Retention of Prose Material.

20.4 Neil Kaufman, Case-Western Reserve University. A Hierarchical-Mnemonic Approach to the Learning and Retention of Prose.

4:30 – 5:15 Business Meeting Presidential Salon

Jaap Tuinman, NRC President
Tom Sticht, NIE Programs and Plans
Larry Frase, NIE Program on Documents
Ann Marie Bernazza Haase, Publications Committee Report.

8:00 – 12:00 Vital Issues Terrace Suite #1

To internalize vital issues.

Friday, December 2, 1977

7:30 – 8.30 Breakfast Meeting, Editorial Board, JRB. Garden Cafe

8:30 – 9:55 Sectional Meetings

21. Paper Session Bal Masque

Measuring Comprehension

Chaired by: Albert Kingston, University of Georgia.

21.1 J. Bleakley and E. Johnsen, University of Kansas. The Comprehension of Prose; Problems in Measuring Learning Outcomes.

21.2 Walter Prentice and Joe Peterson, University of North Dakota. Beyond Passage Dependency: A Closer Look at What Tests of Reading Comprehension Measure.

21.3 Nancy Marshall, University of Virginia. Qualitative Analysis of Uniquely Recalled Items in Subjects' Free Recalls: A Differential Description of Good and Poor Readers' Inferences.

21.4 Donald Cunningham, Indiana University. The Retention of Connected Discourse, II.

22. Paper Session Room 10

Word Identification Strategies

Chaired by: Hughie Hughes, University of New Orleans.

22.1 Elton Stetson, University of Houston. One Hundred Nineteen Phonograms: An Analysis of Pronunciability.

22.2 George McNinch and Wallace Miller, University of Southern Mississippi. Experiments in Word Learning.

22.3 Jeannie Steele and James Laffey, James Madison University. Word Identification Strategies.

22.4 Darla Cohen, Center for Innovation in Teaching the Handicapped, Bloomington, Indiana. A Comparison of Reader Perceptions of Decoding Strategies With Strategies Readers Actually Used.

23. Paper Session Room 4-5

Assessment in High School

Chaired by: Fred Ohnmacht, SUNY, Albany.

Friday

- 23.1 Edward Paradis, University of Wyoming and Joe Peterson, University of North Dakota. Effects of Order of Administration of Subtests on Standardized Reading Test Scores.
- 23.2 Carol Davis, Purdue University. The Effectiveness of Informal Assessment Questions Constructed by Secondary Teachers.
- 23.3 Jill Olshavsky, Indiana University. How Readers Fail to Cope With Material of Increasing Difficulty.
- 23.4 Jocelyn Chen, IBM Corporation, and Richard Bloomer, University of Connecticut. Learning Profiles of Good and Poor Readers.
24. Paper Session Room 3
Correlates of College Readers
Chaired by: Carmelita Williams, Norfolk State College
- 24.1 Judith Irwin and Paul Blohm, University of Wisconsin-Madison. The Relationships Between and Among the Self-Reported Vividness of Mental Imagery, Reading Comprehension Ability, and Reading Attitude of College Readers.
- 24.2 Sandra Burkett, Mississippi State University. A Comparison of Successful and Unsuccessful Economic and Educational Disadvantaged College Students on Selective Intellectual and Non-Intellectual Factors.
- 24.3 Elois Skéen and Richard Scott, State University of New York at Buffalo. The Relationship of Reading Achievers to the Cognitive Style of College Learning Center Students.
- 24.4 Marilyn Fairbanks and Betsy Hobbs, West Virginia University. Reading Achievement Scores and Spelling Patterns of College Students.
25. Paper Session Room 9
Teacher Effectiveness – Research on Teachers
Chaired by: George Cretilli, Cardinal Stritch College
- 25.1 Carol Greenfield, University of Northern Iowa. The Reading Readiness of Future Teachers.
- 25.2 Dianne Hunter, University of Missouri, Columbia. First Grade Teachers' Instructional Preferences for Reading: Implications for Research.
- 25.3 Karl Koenke, University of Illinois. A Minimal Professional Library in Elementary Education: A Survey.
- 25.4 Glenn Freedman, University of Houston-Clear Lake City. Sociolinguistic Boundary Effects on Reading Instruction.
- 25.5 Timothy Blair, University of Florida. Research on Teacher Effectiveness in Reading: Past, Present, and Future.
- 10:00 – 10:15 Break - Coffee** Lower Mezzanine Lounge
- 10:20 – 11:55 Sectional Meetings**
26. Symposium Room 10
Semantic Categories and Reading
Organized and Chaired by: P. David Pearson and Michael Kamil, University of Minnesota.

Friday

- 26.1 P. David Pearson. Overview.
- 26.2 Karen Hanson, Normandale, and Robert Schreiner, University of Minnesota. The Relationship Between Reading Ability and Semantic Verification Tasks.
- 26.3 John Childrey and Michael Kamil, Purdue University. A Preliminary Examination of the Relationship Between Category Structure and Reading.
- 26.4 Michael Kamil and Raymond Hanson, Purdue University. Perceptual vs. Semantic Information Processing.
27. Special Session Bal Masque
Chaired by: Jaap Tuinman, Simon Fraser University.
Stages of Reading Development
David Elkind, University of Rochester.
Discussant: Irene Athey, University of Rochester.
28. Paper Session Room 4-5
High School Reading Programs
Chaired by: Charles Peters, Oakland Schools, Pontiac, Michigan.
- 28.1 Marie Bolchazy, State University of New York at Albany. Teaching Reading in the Content Areas: A Pilot Study.
- 28.2 Effie Adams, Jarvis Christian College. Professional Reading Teachers in Bureaucratic Organizations.
- 28.3 Joseph Mahony and Fred Linder, Virginia Commonwealth University. A Survey of Secondary Reading Programs in Virginia.
- 28.4 Sheilah Allen, University of British Columbia. A Model for Teacher Education in Secondary Reading.
29. Paper Session Room 3
Teaching Reading in Content Areas
Chaired by: Richard Barron, Oakland University.
- 29.1 Anne Eisenberg, New York City Community College. Syntactic and Semantic Characteristics of the Language of Science in the Teaching of Reading Using Science - Content Materials.
- 29.2 Elliott Mellichamp, Tennessee State University. Investigating the Nature of Main Ideas of Sentences to Improve Comprehension of College Textbooks.
- 29.3 Martha Maxwell, University of California, Berkeley. Applying Information Processing Theory and Research to Basic Reading Materials.
30. Paper Session Room 9
Correlates of Reading at the Elementary Level
Chaired by: Josephine Goldsmith, Rutgers University
- 30.1 Gary Shaffer and Ann Marie Leonard, James Madison University. Television and Reading: A Summary of the Literature.
- 30.2 Mary Lorton, Aquinas College and Christopher Kutuk, University of Missouri, Kansas City. Sociological and Social Process Variables In Developmental and Delayed Readers.
- 30.3 Reta Hicks and Eula Monroe, Western Kentucky University. A Comparative Analysis Among the Variables of Intelligence, Sex, and Gain Made in Comprehension of Sixth Year Students When Taught Global or Specific Comprehension Skills.

Friday

- 30.4 Mary Creamer, West Georgia College. The Influence of Race, Sex, and Broken Homes on the Reading Achievement of Sixth Graders.

12.00 – 1:30 Meeting of the Yearbook Advisory Board Room 6

12:00 – 1:25 Sectional Meetings

31. Symposium Bal Masque
Reading Comprehension as Interpreted by Inference in Recall
Organized and Chaired by: James Flood, Boston University.
- 31.1 Priscilla Drum, University of California, Santa Barbara. Inferences as Text Entailment.
- 31.2 Frank Flynn, Boston University. Effects of Contradiction on Inference.
- 31.3 Carol Dixon, University of California, Santa Barbara. An N of 1, Case Study: Language Experience and Inference.
- 31.4 Roger Lantaff, University of California, Santa Barbara. The Effects of Length, Depth, and Height on Text Recall.
- 31.5 James Flood, Boston University. Cumulative Effects of Information on Inference-making.
Discussant: George McConkie, Cornell University.
32. Paper Session Room 10
Images and Sounds
Chaired by: Joanna Williams, Columbia University.
- 32.1 Joel Levin, University of Wisconsin, and Alan Lesgold, University of Pittsburgh. Do Pictures Improve Children's Prose Learning? An Examination of the Evidence.
- 32.2 Brenda Kolker, University of Tennessee. Effects of Imagery on Number of Trials to Criterion Learning of First Grade Students.
- 32.3 George Lamb and John Towner, Western Washington State College. Phonological Coding in Letter Discrimination.
- 32.4 Elizabeth Tucker, University of Virginia. Word Sort Tasks in Relation to Word Knowledge.
33. Symposium Room 4-5
Research and Uses of Cloze
Chaired by: Kenneth Smith, University of Arizona
- 33.1 Earl Rankin, University of Kentucky. The Use of the Cloze Procedure as a Research Tool in the Study of Language.
- 33.2 Martin Kling and Donald Pratt, Rutgers University. Readability: A Re-examination and a Study Indicating New Directions for Further Research.
- 33.3 Michael McKenna, Wichita State University. Computer Simulation of Cloze Performance.
- 33.4 Richard Allington, State University of New York at Albany. Prediction Processes in Good and Poor Readers.

Friday

- 33.5 Jerry Johns, Northern Illinois University. An Investigation Using the Cloze Procedure as a Teaching Machine. Discussant: George Klare, Ohio University.

34. Paper Session Room 3

Test Conditions and Test Factors

Chaired by: Edward Fry, Rutgers University

- 34.1 Tom Duffy, Navy Personnel R and I Center, San Diego. Semantic and Syntactic Factors in Reading Test Performances.
- 34.2 E. Jongsma, Southern Methodist University. The Effects of Instruction in Testwiseness in a College Reading Improvement Course.
- 34.3 Eunice Schmidt, Seattle Pacific University. What Makes Reading Difficult? The Complexity of Structures.
- 34.4 Lyndell Grey, University of Georgia. Performance of High, Moderate, and Low Reading Subjects on a Read and Record Task.
- 34.5 M. Jane Greenewald, University of Wisconsin-LaCrosse. Direct and Indirect Measures of Reader-Response to Three Levels of Language Usage.

35. Paper Session Room 9

Teacher Practices and Competencies

Chaired by: George Maginnis, Western Carolina University

- 35.1 George Canney, University of Illinois. Criteria for Selecting More Effective Worksheet Exercises in Reading.
- 35.2 Homer Coker, West Georgia College. Observed Patterns of Teacher-Pupil Classroom Behavior as Predictors of Pupil Growth in Reading.
- 35.3 Robert Aaron, University of Georgia. Time-Use: A Variable in Teacher Effectiveness.
- 35.4 Joanne Olson, University of Houston. Graduate Students Perceptions of Selected Components of a Competency Based Reading Course.
- 35.5 Shirley Merlin, James Madison University. The Effect of Modular-Non Modular Instruction on Student Competency in a Preservice Education Program.

1:30 – 2:55 Sectional Meetings

36. Symposium Bal Masque

Conceptual and Research Problems in Reading

Organized and Chaired by: Samuel Ball, Educational Testing Service

- 36.1 Joanna Williams, Columbia University. Summative data on the ABD's of Reading.
- 36.2 Tom Donlon, Educational Testing Service. Response Validation in Reading Comprehension.
- 36.3 Ann Bussis, Edward Chittenden, Marianne Amarel, Educational Testing Service. An Approach to the Study of Beginning Reading: Longitudinal Case Studies.
- 36.4 Roy Freedle, Educational Testing Service. Reading Frames, Culture Frames, and Language Frames: Their Mutual Interactions.

Friday

Discussant: Samuel Ball, Educational Testing Service

37. Symposium Room 10

Oral Language and Beginning Reading

Organized and Chaired by: Alden Moe, Purdue University.

- 37.1 Carol Hopkins, Purdue University. The Prediction of Third-Grade Reading Achievement from Selected Measures of First-Grade Oral Language.
- 37.2 Alden Moe, Purdue University. Predicting First-Grade Reading Achievement from Selected Measures of Oral Language Performance.
- 37.3 Robert Rush and Alden Moe, Purdue University. Correspondence Between Syntactical Features of Primary Basal Reader Language and the Oral Language of Beginning First-Grade Children.

38. Paper Session Room 4-5

Memory and Cognitive Processing

Chaired by: Ovid Tzeng, University of California, Riverside.

- 38.1 Robert Wisher and Ed Aiken, Navy Personnel Research and Development Center, San Diego. Information Overload During Reading.
- 38.2 Nancy Nelson and John Geyer, Rutgers University. Immediate Memory for Sentences of Fast and Slower Readers as a Function of Rate of Presentation.
- 38.3 Fred Ohnmacht and James Fleming, State University of New York at Albany. Cognitive Processing Differences of Good and Poor Readers.
- 38.4 Connie Bridge, University of Arizona. Inferential Operations of Children Involved in Discourse Processing.

39. Paper Session Room 3

Improvement of College and Adult Reading

Chaired by: Mary Keetz, West Chester State College.

- 39.1 Floyd Sucher, Brigham Young University. Reading Interest and Study Habits of University Students.
- 39.2 Daryl Dickson and Rowena Wilhelm, University of Michigan. The Effect of Teacher-Centered and Learner-Centered Delivery Systems on Learner Performance.
- 39.3 Vincent Orlando and Kristina Hayward, Pennsylvania State University. Comparison of the Effectiveness of Three Study Techniques for College Students.
- 39.4 Gordon Cox, University of California, Berkeley. Differential Effects of Instruction Stressing Cognitive Control Strategies vs. Diagnostic Prescriptive Instruction on Reading Rate Flexibility and Comprehension of College Students.
- 39.5 Joseph Ilika and Bonnie Longnion, Texas A&M University. A Comparison of a Five and One Half and an Eleven Week Reading Improvement Course for Government Employees.

40. Paper Session Room 9

Teacher Conceptions, Attitudes, and Performance

Chaired by: Richard Smith, University of Wisconsin.

Friday

- 40.1 Wayne Otto and Betty Harper, University of Wisconsin. Constructing a Test of Teachers' Knowledge of Reading.
- 40.2 Gerald Duffy, Michigan State University; Wayne Otto, and S. Jay Samuels. A Study of Teacher Conceptions of Reading.
- 40.3 Yvonne Steinruck, Southern Illinois University. Teaching Reading in the Elementary School: Results of a Course Evaluation by Student Teachers, Cooperating Teachers, and University Supervisors.
- 40.4 Jo Anne Vacca, Boston University. Evaluating Staff Development Personnel.
- 40.5 Harry Singer, University of California, Riverside. Teachers' Attitudes Towards Teaching Students to Read vs. Learn from Text.

3:00 – 5:00 Sectional Meetings

41. Paper Session Bal Masque
Perception of Print
Chaired by: Harry Singer, University of California, Riverside.
 - 41.1 Invitational Paper: Laurence Frase, National Institute of Education. The Psychology of Document Design.
Discussant: Stanley Wanat, California State University, Fullerton
 - 41.2 S. Jay Samuels, University of Minnesota. Word Recognition: Letter-by-Letter or Chunk – Resolved?
 - 41.3 Patricia Cunningham, County Schools and James Cunningham, University of North Carolina, Chapel Hill. Investigating the "Print to Meaning" Hypothesis.
 - 41.4 Leo McCusker, University of Texas at Austin; Michael Cosky, St. Olaf College; and Philip Gough, University of Texas at Austin. Phonetic Interference in Proof-reading: Evidence for a Phonological Stage in Reading.
Discussant: Ovid Tzeng, University of California, Riverside.
42. Paper Session Room 9
Comprehension, Cognition, and Content Area Reading
Chaired by: Mary Dupuis, Pennsylvania State University
 - 42.1 Thomas Gee, University of Houston at Clear Lake City. Preparation of a Group Informal Reading Inventory for the Social Studies.
 - 42.2 Jo Ellen Oliver and Robert Palmatier, University of Georgia. Validation of a Criterion-Referenced Test Measuring Thinking Prerequisites to Comprehension.
 - 42.3 Thomas Hatcher and Mary Yeazell, West Virginia University. Criterion Referenced Management Programs and Piagetian Theory.
 - 42.4 Thomas Estes, University of Virginia. The Relationship of Learning Environment, Teacher Characteristics, and Student Attitudes Toward Math, Science, and Reading.

Friday

- 42.5 Ruth Kurth and Patricia Moseley, North Texas State University. Using Research on Readability to Enhance Middle School Curriculum Materials.
43. Symposium Room 4-5
Enhancing the Lives of the Aged Through Reading
Organized and Chaired by: Albert Kingston, University of Georgia.
- 43.1 Albert Kingston: Introduction to Enhancing the Lives of Aged People Through Reading.
- 43.2 Molly Wilson, University of Georgia. Future Shock and the Elderly: Is Reading a Cure or Part of the Problem?
- 43.3 Terry Lovelace, Louisiana State University. Problems in the Measurement of Intellectual and Linguistic Capabilities and Achievement, Including Reading, Among the Aged.
- 43.4 Ann Marie Bernazza Haase, Kenneth Smith, and Helen Renthal, University of Arizona. Agism in Children's Literature.
- 43.5 Richard Robinson, University of Missouri, Columbia. The Usefulness of Readability Formulas in Comparison to the Cloze Procedure for the Selection of Appropriate Reading Material With the Aged.
Discussant: William Durr, Michigan State University.
44. Paper Session Room 3
Semantics and Syntactics
Chaired by: David Gustafson, University of Wisconsin, LaCrosse
- 44.1 Edward Fry, Rutgers University. Partial Validation of the Kernel Distance Theory.
- 44.2 Mary Herndon, San Diego State University. An Approach Toward the Production of Syntactically Smooth Reduced Text.
- 44.3 M. Jean Greenlaw, Hal Seaton and Carol Fisher, University of Georgia. A Study of Vocabulary and Syntactic Complexity in Developmental First Grade Readers.
- 44.4 Edward Summers and Joyce Matheson, University of British Columbia. Generating Core Reading vocabularies from Ranked Frequency Distributions.
- 44.5 Elizabeth Sakiey, Glassboro State College. Graphemic Syllables: Unweighted and Weighted Tests.
45. Symposium Room 10
The Cloze Procedure: Psychometric Properties
Chaired by: Ann Marie Bernazza Haase, University of Arizona.
- 45.1 Joseph Vaughan and Keith Meredith, University of Arizona. Reliability of the Cloze Procedure as Assessments of Various Language Elements.
- 45.2 Keith Meredith and Joseph Vaughan, University of Arizona. Stability of Cloze Scores Across Varying Deletion Patterns.

Friday/Saturday

- 45.3 Kenneth Smith, University of Arizona. Criterion Referenced Testing of Decoding and/or Comprehension Using Cloze Procedure.
- 45.4 Adela Stewart, University of Arizona. Use of Cloze Procedures to Establish Readability Levels in Spanish.
- 45.5 James Cunningham, University of North Carolina, and Robert Tierney, University of Arizona. A Comparative Analysis of Cloze and Modified Cloze Procedures.
- 45.6 Ann Marie Bernazza Haase and John Bradley. Testing in the Content Areas Using Cloze and Maize Procedures.
- 45.7 John Bradley, University of Arizona. The Reliability of the Maize Procedure.

Discussant: Earl Rankin, University of Kentucky.

8:00 – 12:00 Vital Issues

Terrace Suite #1

Vital Issues Internalized.

Saturday, December 3, 1977

8.30 – 9:55 Sectional Meetings

46. Paper Session

Bal Masque

Macrostructures and Cognitive Processing

Chaired by: Phil Nacke, University of Kentucky

- 46.1 Allan Neilsen, University of Calgary and P. David Pearson, University of Minnesota. The Role of Macrostructures and Relational Markers in Comprehending Familiar and Unfamiliar Written Discourse.
- 46.2 Peter Mosenthal, State University of New York at Albany. Children's Acquisition of Discourse Structures in Three Modes of Comprehension.
- 46.3 Stephen Kucer, Indiana University. Cognitive Scripts and Reading Comprehension.
- 46.4 William Smith, Indiana University. Evidence of Information Processing After the Reading Act is Completed.
- 46.5 Laura Chodos, State University of New York at Albany. Children's Strategies in Comprehending Story Structures.

47. Symposium

Room 10

The Latest in Cloze: Review, Research, and New Directions

Organized and Chaired by: Margaret Smith-Burke, New York University.

- 47.1 Margaret Smith-Burke, Daniel Eagleeye, and Patricia Gingrich, New York University. Review of Current Research on the Cloze Procedure as a Measure of Comprehension and Differential Effects of Prior Context on Cloze Performance in High School Readers.
- 47.2 Steven Kidder, New York State Education Department. Validation of the Multiple-Choice Exercises of the Test Development Notebook.
- 47.3 Michael Ravitch, University of Rochester. Relationship of Cloze Performance to Theories of Language and Comprehension.
- 47.4 Linda Evers and Earl Rankin, University of Kentucky. The Effect of Pretest Orientation Upon Cloze Test Performance.

Discussant: Ron Leslie, New York University.

Saturday

48. Paper Session Room 4-5
Reading Competencies of Students and Faculty
Chaired by: Marilyn Eanet, Rhode Island College
- 48.1 Helen Covington and Lee Mountain, University of Houston. The Competencies That Junior College Chairpersons Expect from Their Course Graduates.
- 48.2 Deanna Martin, University of Missouri, Kansas City. Is Maximal Reading Achievement Optimal Reading Achievement?
- 48.3 Jeweleane Whittaker, Texas Southern University. The Effect of Competency-Based Reading and Study Skills Courses at the College Level.
- 48.4 Robert Pavlik, University of Northern Colorado. Improving the Reading-Writing Instructional Practices of University Faculty.
49. Paper Session Room 3
Strategies and Their Effects on Reading and Reader
Chaired by: Narcisa Zarate, New Mexico State University
- 49.1 John Readence, Kansas State University. Effects of Impulsivity and Reflectivity and Type of Phonics Instruction on Reading Achievement.
- 49.2 Leo Campbell, Rutgers University. Cardiac Changes as a Result of Reader Passage Difficulty.
- 49.3 Jerome Harste, Indiana University. Content Area Reading and the Elementary School Child.
- 49.4 John Stansell, Texas A&M University. The Oral Reading and Retelling of Narrative and Expository Materials Selected by Ninth Graders.
- 49.5 Roger DeSanti, University of New Orleans. An Investigation of the Reading Strategies of Four Proficient Readers, 60 Years of Age or Older.
50. Paper Session Room 9
Oral Reading and Bilingualism
Chaired by: Wilson H. Lane, University of Houston
- 50.1 R. Ann Zinck, University of Georgia. An Investigation of Language Cues Utilized During Oral and Silent Reading.
- 50.2 Susan Pflaum and Tanis Bryan, University of Illinois at Chicago Circle. Methodology in Collection of Oral Reading Data.
- 50.3 Lyndon Searfoss, Arizona State University. A Comparison of Two Methods of Analyzing the Oral Reading Behaviors of Selected Remedial Readers.
- 50.4 Sally Kaminsky, College of Staten Island of the City of New York. Analysis of Language Development of Bilingual First Grade Children and Their Acquisition of Reading.
- 50.5 Christopher Ramig, Georgia State University. Teacher Inferences of the Characteristics of Non-Standard Speaking Readers.

Saturday

10:00 – 10:15 Break - Coffee

Lower Mezzanine Lounge

10:20 – 12:00 Sectional Meetings

51. Paper Session

Bal Masque

Sentence Constraints in Reading

Chaired by: Stanley Wanat, California State University Fullerton

- 51.1 Sean Walmsley, State University of New York at Albany. Understanding of Logical Connectives in Sentence Memory Tasks.
- 51.2 Diana Lagotic, University of Florida. The Degree of Intra-Sentence Constraints of Four Types of Sentences as Measured by the Eye-Voice Span of Graduate Student Readers.
- 51.3 Patrick Finn, State University of New York at Buffalo. A Model of Reading Based on Case Grammar and Semantic Transfer Features.
- 51.4 Kathleen Gormley and Ann Franzen, State University of New York at Albany. Influence of Expectation on the Comprehension of Passive Sentences by Deaf Readers.
- 51.5 Charlene Andolina, University of Pittsburgh. Syntactic Maturity and Vocabulary Richness of Learning Disabled Children.

52. Paper Session

Room 10

Interests and Attitudes

Chaired by: Nancy Staley, University of South Carolina, Aiken

- 52.1 Ruth Hervatin, Case-Western Reserve University. Kindergarten Teachers' Attitudes Toward Factors Influencing Beginning Reading Achievement.
- 52.2 Penny Nielsen, Nicholls State University. Attitude Toward Reading and Reading-Related Concepts Among Elementary Students.
- 52.3 Anne Simpson, Texas A&M University. A Study of the Reading Interests of Early Adolescents and the Implications for Reading Programs.
- 52.4 Lana McWilliams, Memphis State University. Today's Illiterates and Tomorrow's Delinquents: Training Experiment on Locus of Control.

53. Paper Session

Room 4-5

Self Concept and Knowledge of the World

Chaired by: Thomas Smyth, University of South Carolina, Aiken

- 53.1 Mervin Lynch and Linda Lenz, Northeastern University. Levels of Reading Achievement: Their Impact on Self-Concept Related Frustration.
- 53.2 John Dixon, Texas Southern University. Effects of Group Reading Therapy on the Level of Reading and Personal Growth of Black Adolescents.

Saturday

53.3 James Jackson, Southern Illinois University. The Teacher: A Necessary Element in the Use of Prereading and Concurrent Reading Activities: Relating New Learning to the Learner's Existing Knowledge.

53.4 Betty Yarborough, Old Dominion University. A Study of the Relative Effectiveness of Six Years of Non-Graded, Innovative Individualized Instruction vs. Six Years of Traditional Graded Instruction.

54. Paper Session Room 3

Functional Literacy

Chaired by: Joyce Johnston, University of Georgia

54.1 Ellen West, Alachua County Adult Education, Gainesville, Florida. The Use of An Unobtrusive Screening Device to Approximate Adult Reading Levels.

54.2 Philip Lanasa and Sue Sheridan, University of Houston at Clear Lake City. Development of a Criterion-Referenced Test and Instructional Program for the Trainable Mentally Retarded Adolescent.

54.3 Irwin Kirsch, International Reading Association. Concept and Measurement of Functional Literacy.

54.4 Mary Anne Hall, Georgia State University. A Survey of Adult Illiterates' Experiences with and Views of Reading.

54.5 Jane Higdon, University of Georgia. Training Practices in Adult Literacy Programs Using Volunteer Tutors.

55. Paper Session Room 9

Adult Reader Attitudes and Self-Perceptions

Chaired by: Marian Power, Le Moyne College

55.1 Judy Mikulecky and Ken Dulin, University of Wisconsin-Madison. Plausibility Judgments of Arguments for and Against Reading as Indirect Indicators of Adult Reading Attitudes.

55.2 Ken Dulin. The Indirect Measurement of Adult Readers' Attitudes Toward Books and Reading via a Projective Technique.

55.3 Patricia Anders, University of Arizona, Tucson. Adult Reading Habits and Self-Perceptions of Reading Ability in a Multi-Ethnic Community.

Directory

- Aaron, I. 18.2
Aaron, R. 35.3
Abartis, C. 20.22
Abrams, L. 20.32
Adams, E. 28.2
Aiken, E. 38.12
Allen, S. 28.4
Allington, R. 33.4
Amarel, M. 36.33
Anders, P. 55.3
Andolina, C. 51.5
Aruthur, L. 17.10
Askov, E. 13, 13.3
Athey, I. 27
Aulls, M. 7.1
Ball, S. 36
Barnett, D. 9.22
Barron, R. 5.1, 29
Bean, T. 3.1
Berg, P. 9
Berger, A. 10.1
Berney, T. 19.2
Blair, T. 25.5
Blanc, R. 5.3
Bleakley, J. 21.1
Bliesmer, E. 18, 18.1
Blohm, P. 24.12
Bloomer, R. 23.42
Bolchazy, M. 28.1
Bowling, N. 5.2
Bradley, J. 45.62, 45.7
Bridge, C. 6.22, 6.3, 38.4
Brown, S. 19.1
Browing, B. 18.42
Bryan, T. 50.22
Burkett, S. 24.2
Bussis, A. 36.3
Cafone, H. 5.12
Campbell, L. 49.2
Canney, G. 35.1
Carswell, M. 17.9
Carver, R. 19
Cera, M. 6.23, 6.33
Chen, J. 23.4
Childrey, J. 26.3
Chittenden, E. 36.32
Chodos, L. 46.5
Christina, B. 17
Cohen, D. 22.4
Coker, H. 35.2
Cosky, M. 41.42
Covington, H. 48.1
Cox, G. 39.4
Craft, L. 19.3
Cranney, A. 4, 4.32
Creamer, M. 30.4
Cretilli, G. 25
Cunningham, D. 21.4
Cunningham, J. 15, 41.32, 45.5
Cunningham, P. 41.3
Davis, C. 23.2
DeSanti, R. 49.5
Dickson, D. 39.2
Dixon, C. 31.3
Dixon, J. 53.2
Donlan, D. 13, 18.3
Donlon, T. 36.2
Drum, P. 31.1
Duffy, G. 40.2
Duffy, T. 34.1
Dulin, K. 55.12, 55.2
Duncan, P. 10.5
Dupuis, M. 13.1, 42
Durr, W. 43
Eagleeye, D. 47.12
Eanet, M. 8.3, 48
Eisenberg, A. 29.1
Elam, A. 17.10
Elkind, D. 27
Estes, T. 3, 42.4
Evers, L. 47.4
Fairbanks, M. 24.4
Finn, P. 51.3
Fisher, C. 44.33
Fleming, J. 38.32
Flood, J. 7.2, 31, 31.5
Flynn, F. 31.2
Forester, A. 9.12
Franzen, A. 51.42
Fraser, L. 41.1
Fredericksen, C. 6, 6.1
Freedle, R. 36.4
Freedman, G. 25.4
Fry, E. 34, 44.1
Gee, T. 42.1
Geyer, J. 38.22
Gilstad, J. 14.3
Gingrich, P. 47.13
Glassman, M. 5.4
Goldsmith, J. 2.4, 30
Gormley, K. 51.4
Gough, P. 41.43
Grant, A. 14.2
Greene, F. 7

Greenewald, M. 34.5
Greenfield, C. 25.1
Greenlaw, M. 9.32, 44.3
Grey, L. 34.4
Gustafson, D. 44
Guthrie, J. 1
Haase, A. 43.4, 45, 45.6
Haggard, M. 8.5
Hall, A. 17.7
Hall, M. 54.4
Hanson, K. 26.2
Hanson, R. 26.42
Harper, B. 40.12
Harste, J. 49.3
Hatcher, C. 10.22
Hatcher, T. 42.3
Hayward, K. 39.32
Hecker, N. 17.8, 17.11
Heilman, A. 18
Herndon, M. 44.2
Hervatin, R. 52.1
Hicks, R. 30.3
Higdon, J. 17.3, 54.5
Hobbs, B. 24.42
Hoffman, J. 8.2
Hopkins, C. 37.1
Hughes, H. 22
Hunter, D. 25.2
Iannaccone, L. 16
Ilika, J. 39.5
Irwin, J. 24.1
Jackson, J. 53.3
Jeroski, S. 9.13
Jerrolds, B. 18.22
Johns, J. 33.5
Johnsen, E. 21.12
Johnston, J. 54
Jongsma, E. 34.2
Kamil, M. 26, 26.32, 26.4
Kaminsky, S. 50.4
Karmel, B. 10.4
Kaufman, N. 20.4
Keetz, M. 39
Kidder, S. 47.2
Kingston, A. 21, 43, 43.1
Kirby, A. 4.3
Kirsch, I. 54.3
Kistulentz, A. 14
Klare, G. 33
Kleiman, G. 11, 11.1
Kling, M. 33.2
Koenke, K. 25.3
Kolker, B. 32.2
Kucer, S. 46.3
Kurth, R. 42.5
Kutuk, C. 30.22
Laffey, J. 5.22, 7.3, 22.32
Lagotic, D. 51.2
Lamb, G. 32.3
Lanasa, P. 54.2
Lane, W. 50
Lantaff, R. 31.4
Lapp, D. 7.22
Larsen, J. 4.2
Lee, J. 13.2
Lenz, L. 53.12
Leonard, A. 30.12
Lesgold, A. 32.12
Leslie, R. 47
Levin, J. 32.1
Linder, F. 28.32
Longnion, B. 39.52
Lorton, M. 30.2
Lovelace, T. 43.3
Lynch, M. 53.1
Maginnis, G. 35
Mahony, J. 28.3
Mallula, S. 17.2
Manzo, A. 8, 8.1
Marshall, N. 6.4, 21.3
Martin, D. 48.2
Mason, G. 17, 17.1, 17.6
Matheson, J. 44.42
Maxwell, M. 29.3
Mayhew, D. 2.1
McClure, E. 11.4
McConkie, G. 1, 31
McCusker, L. 41.4
McDermott, R. 12
McGoon, J. 12
McKenna, M. 33.3
McLeskey, J. 10.3
McNinch, G. 22.2
McWilliams, L. 52.4
Meeks, J. 8.4
Mellichamp, E. 29.2
Meredith, K. 45.12, 45.2
Merlin, S. 35.5
Meyers, R. 15.1
Mikulecky, J. 55.1
Miller, W. 22.22
Mitchell, D. 16
Mitchell, R. 12
Mize, J. 17.4
Moe, A. 37, 37.2, 37.32
Monroe, E. 30.32
Moseley, P. 42.52

losenthal, P. 46.2
 lountain, L. 48.12
 luia, J. 7.32
 acke, P. 1, 46
 eilsen, A. 46.1
 elson, N. 38.2
 ielsen, P. 52.2
 iles, J. 2.2
 oland, R. 19.32
 orton, D. 4, 20
 hnmacht, F. 23, 38.3
 liver, J. 42.2
 lshavsky, J. 23.3
 lson, J. 35.4
 rlando, V. 39.3
 tto, W. 40.1, 40.22
 almatier, R. 42.22
 aradis, E. 23.1
 avlik, R. 48.4
 earson, G. 1
 earson, P. 6, 26, 26.1, 46.12
 eebles, J. 10.12
 eters, C. 19.4, 28
 eterson, J. 21.22, 23.12
 flaum, S. 50.2
 ower, M. 55
 ratt, D. 33.22
 rentice, W. 21.2
 uealy, R. 14, 14.1
 amig, C. 50.5
 ankin, E. 33.1, 45, 47.42
 atekin, N. 10.2
 aygor, A. 18.4
 aygor, B. 18
 avitch, M. 47.3
 eadence, J. 49.1
 enthal, H. 43.43
 hodes, D. 4
 iley, J. 3.3
 ingler, L. 15
 obinson, R. 43.5
 ubin, A. 11.3
 ush, R. 37.3
 akiey, E. 44.5
 amuels, S. 1, 40.23, 41.2
 anta, C. 20.3
 challert, D. 11, 11.2
 chmidt, E. 34.3
 chreiner, R. 26.22
 cott, R. 24.32
 earfoss, L. 50.3
 eaton, H. 9.3, 44.32
 Shaffer, G. 30.1
 Sheridan, S. 54.22
 Sherk, J. 8, 8.12
 Simpson, A. 52.3
 Singer, H. 40.5, 41
 Skeen, E. 24.3
 Smith, K. 33, 43.42, 45.3
 Smith, R. 40
 Smith, W. 46.4
 Smithe, S. 5
 Smith-Burke, M. 15.2, 47.1
 Smyth, T. 53
 Staiger, R. 16
 Staley, N. 52
 Stallard, C. 20.2
 Stansell, J. 49.4
 Steele, J. 22.3
 Steinruck, Y. 40.3
 Stetson, E. 22.1
 Stewart, A. 45.4
 Sticht, T. 11
 Sucher, F. 39.1
 Sullivan, J. 2
 Summers, E. 9.1, 9.2, 44.4
 Taylor, B. 2.22
 Taylor, N. 2.3
 Tierney, R. 6, 6.2, 6.32, 45.52
 Tillman, C. 4.1
 Towner, J. 32.32
 Tucker, E. 32.4
 Tuinman, J. 27
 Tzeng, O. 38, 41
 Vacca, J. 40.4
 Vacca, R. 3.2
 Vaughan, J. 45.1, 45.22
 Walcher, E. 18.12
 Walmsley, S. 51.1
 Wanat, S. 7.4, 41.1, 51
 Webb, C. 17.5
 West, E. 54.1
 Whittaker, J. 48.3
 Wilhelm, R. 39.2
 Williams, C. 24
 Williams, J. 32, 36.1
 Williamson, L. 10, 19.12
 Wilson, M. 43.2
 Wisher, R. 38.1
 Wolf, A. 3.4
 Yarborough, B. 53.4
 Yeazell, M. 42.32
 Yuthas, L. 20.1
 Zarate, N. 49
 Zinck, R. 50.1

BOARD OF DIRECTORS

OFFICERS

PRESIDENT

JAAP TUINMAN
Simon Fraser University

VICE-PRESIDENT

HARRY SINGER
University of California, Riverside

TREASURER

GORDON GRAY
Clemson University

SECRETARY

VONCILE MALLORY
Florida Atlantic University

PAST PRESIDENT

EDWARD FRY
Rutgers University

BOARD MEMBERS

FRANK GREENE
McGill University

JOANNA WILLIAMS
Columbia University

RON CARVER
University of Missouri, Kansas City

WAYNE OTTO
University of Wisconsin-Madison

PAST PRESIDENTS

- 1952-59 Oscar Causey, Texas Christian University
- 1960-61 William Eller, University of Buffalo
- 1962-64 George Spache, University of Florida
- 1964-65 Albert Kingston, University of Georgia
- 1967-68 Paul Berg, University of South Carolina
- 1969-70 Alton Raygor, University of Minnesota
- 1971 Wendel Weaver, University of Georgia
- 1972-74 Earl Rankin, University of Kentucky
- 1974-76 Edward Fry, Rutgers University